

Evaluation of the quality of teaching at the Colibri Project from the perspective of the graduates

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ABSTRACT

Programs dedicated to improving the quality of life of young people and adolescents in situations of social, economic and cultural vulnerability are important because they contribute to reducing inequalities, promoting citizenship, social awareness and collective transformation. The Colibri Project is one such program. Implemented at the Afonsos Air Base on July 1, 1991, one of the Military Organizations of the Brazilian Air Force, the program's purpose is to provide professional guidance to students with low purchasing power, from municipal schools in Rio de Janeiro, preparing them for entrance exams at military high schools (Air Cadet Preparatory School and Naval College) and federal or state civilian schools (Federal Institute of Rio de Janeiro, Pedro II College, Celso Suckow da Fonseca Technological Education Center, Cap-UERJ, among others). The aim of this article is therefore to assess the quality of teaching at the Colibri Project from the perspective of its graduates. The methodology used in the study is quantitative-descriptive, through the use of a questionnaire, and qualitative, through interviews. The questionnaire is based on the model used by SINAES/INEP (2008) and the interview is structured. The survey covers the period from 2018 to 2022 and was answered by 30 graduates of the Colibri Project. The participants gave their opinions and considerations about the course, especially with regard to teaching. The results show that the course taught in the project is of high quality and has led to graduates being approved for various military and civilian educational institutions. It can be seen that the Colibri Project has had an impact on the lives of these young people, making them economically productive and improving their well-being.

Keywords: Colibri Project, Evaluation, Military Schools, Technical Schools.

INTRODUCTION

Serving children and adolescents in vulnerable situations through social programs has become a practice in recent years in Brazil. According to the IBGE News Agency (Gomes, 2023), if there had been no social programs, the Gini index, which measures inequality in income distribution, would have been 5.5% higher, rising from the current 0.518 to 0.548. However, it's not just about more equal income distribution. Social vulnerability has an impact on the structure of families who have few resources to deal with issues such as housing, work and education.

There are various projects that seek to alleviate the scenario of inequalities, ensuring interventions that mitigate marginalization and exclusion. The lack of access to quality education puts young people and adolescents at risk. For this reason, projects focused on education provide good opportunities for access to

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higher education or a first job.

The Colibri Project, which is the focus of this article, not only invests in a first-rate education, but also contributes to the professional training of young people with low purchasing power, fostering opportunities they didn't dare to have before. According to the Colibri History (Projeto Colibri, 2023), the project was set up at the Afonsos Air Base with the intention of providing pre-vocational courses for the children of military personnel and civilian employees of the base. The students took part in the routine of some sections, helping with activities relevant to administrative and operational professions, carrying out filing, protocol, typing and document formatting tasks, stocking, cleaning and storing equipment, among others. The project is independent and was started informally by the then Catholic Chaplain Lieutenant Marcelo, whose initiative was to promote education and professional training for young people from Rio de Janeiro, so that they could have job opportunities and a chance of a better future.

In 2009, the way to enter Colibri and the pedagogical proposal were modified to prevent school dropouts and give teenagers a better chance of passing competitive exams.

In 2021, for the first time in the history of the Colibri Project, female candidates took part in the selection process. The 33rd Colibri class had 5 places reserved for women, totaling 25% of the total number of students (Colibri Project, 2023).

The Colibri Project currently includes 8th and 9th grade students from schools in the municipality of Rio de Janeiro, as well as dependents of military personnel and civilians from the Brazilian Air Force. To take part, candidates must be in the 7th grade during the selection process and enrolled in the 8th grade at the start of the course, which takes place in February/March of the following year. The public notice is published in August and the selection test takes place in September/October and consists of 25 objective questions in Portuguese and 25 in Mathematics. For 2025, 30 places will be offered to candidates from public schools in the municipality and five places to candidates from private schools in Rio de Janeiro. Dependents of military personnel and civilians from the Brazilian Air Force will also be able to take part in the selection process (Colibri Project, 2023).

According to the Colibri History (Projeto Colibri, 2023), the course lasts one and a half years and covers the subjects required for entrance exams at military high schools (Escola Preparatória de Cadetes do Ar, located in Barbacena in the state of Minas Gerais, and Colégio Naval, located in Angra dos Reis, state of Rio de Janeiro) or federal or state civilian schools in Rio de Janeiro (Celso Suckow da Fonseca Federal Technological Education Center, Rio de Janeiro Federal Institute, Pedro II College, Technical School Support Foundation, CAP-Rio de Janeiro State University). Classes are given in Portuguese, Writing, English, Mathematics, Chemistry, Physics, Geography, History and Biology, from Monday to Saturday, from 7am to 11.30am, totaling 27 hours a week. As well as formal education, the students play sports, take part in state and municipal Maths and Portuguese Language Olympiads, motivational and



educational talks, and learn songs and anthems. In addition, the students' conduct is molded to suit not only military life, but also their future as professionals. The students eat two meals during the classes: breakfast and lunch, provided by the Rancho da Base Aérea dos Afonsos, as well as a snack served at 9:20 a.m., break time. After lunch, the students are released to attend their respective schools. During the school vacations, students stay at Colibri full-time, receiving an afternoon snack in addition to the meals already mentioned (Mello, verbal information, 2024).

It is worth noting that the term "tutoring" is used by the project organizers. According to the dictionary (Dicío, 2024), the word reinforcement means help, which falls short of the reality experienced by the project's students. In terms of the curriculum, the amount of content taught, the qualifications of the teaching staff and the number of assessments, it can be said that the program is equivalent to preparatory courses taught in private schools in Rio de Janeiro. The use of the term school reinforcement by the project's organizers refers to the guidance of the Rio de Janeiro Department of Education, since, according to the agency, the project does not meet the requirements to function as a course.

The teaching staff is made up of seven civilians and five military personnel, all volunteers. There are four Maths teachers, one Chemistry teacher, one English Language teacher, one Portuguese Language and Writing teacher, two Geography teachers, one History teacher, one Biology teacher and two Physics teachers. One of the math teachers also teaches chemistry. All the teachers have a full degree in their respective subjects and extensive classroom experience in the civilian or military environment. In addition to the teachers, there is a pedagogical and administrative support team of seven military personnel. The team is also responsible for the well-being of the Hummingbirds throughout the time they are under the responsibility of the Afonsos Air Base, holds regular pedagogical meetings with the students' parents or guardians, plans and applies monthly assessments and monitors the learning of each student (Mello, verbal information, 2024).

On July 1, 2024, Colibri celebrated its 33rd anniversary. During this time, hundreds of young people have passed. Table 1 shows how many students from the Colibri Project have passed into different educational institutions between 2010 and 2020.

During this period, civil institutions such as the Celso Suckow da Fonseca Federal Center for Technological Education, Colégio Pedro II, the Technical School Support Foundation, the Federal Institute of Rio de Janeiro and the Oswaldo Cruz Foundation had the highest number of approvals (Table 1).



Table 1 - Number of Hummingbird Project student approvals by institution and year - 2010-2020

SCHOOLS	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Total
EPCAR	-	3	8	11	7	10	4	5	7	12	9	76
CN	1	1	6	3	4	6	4	5	6	1	-	37
CEFET	21	23	41	26	32	35	23	26	16	36	raffle	279
CP II	39	42	31	47	35	30	42	47	12	30	raffle	355
NAVE/ERICH	32	39	23	27	36	*	*	*	*	*	*	157
CAP-UFRJ	1	2	4	3	2	3	4	6	12	28	raffle	65
CAP-UERJ	*	*	*	*	*	*	*	*	*	8	raffle	8
IFRJ	12	42	15	42	1	15	13	15	16	30	raffle	201
FAETEC	35	43	40	30	39	*	*	*	29	30	raffle	246
FIOCRUZ	2	3	28	10	5	7	8	10	16	28	raffle	117
SESC	1	3	4	3	1	1	2	2	12	21	*	50
CMRJ	1	1	2	2	3	3	3	3	3	2	*	23
FIRJAN	*	*	*	*	*	*	*	*	*	15	*	15
ISMART	*	*	*	*	*	*	*	*	26	27	*	53
TOTAL	145	202	202	204	165	110	103	119	155	268	9	1682

Caption: * There was no competition.

EPCAR - Air Cadet Preparatory School

CN - Naval College

CEFET - Celso Suckow da Fonseca Federal Technological Education Center

CP II - Pedro II College

NAVE/NATA/ERICH COLLEGE

CAP Application College - Federal University of Rio de Janeiro

Colégio de Aplicação CAP- Rio de Janeiro State University

IFRJ - Federal Institute of Rio de Janeiro

FAETEC - Technical School Support Foundation

FIOCRUZ - Oswaldo Cruz Foundation

SESC - Social Service of Commerce

CMRJ - Military College of Rio de Janeiro

FIRJAN - Federation of Industries of Rio de Janeiro

ISMART - Social Institute for Motivating, Supporting and Recognizing Talents

Source: Colibri Project (2023).

The results presented corroborate the relevance of this project and demonstrate the high performance of the course so that the Hummingbirds, as they are affectionately called, can achieve a significant number of passes.

This study will help to improve the course and is feasible, considering the number of participants and the time available for its implementation. In addition, one of the authors of this article has been a volunteer English teacher in the project since 2017 and has a comprehensive knowledge of the program.

Thus, the aim of this study was to evaluate the teaching quality of the course given at the Colibri Project from the perspective of the graduates.

The study makes contributions to publicizing the project, to drawing up guidelines for new social and educational programs, and to directing future academic research.



DEVELOPMENT

This study is characterized as exploratory and descriptive, adopting a quantitative and qualitative approach. According to Gil (2002, p. 42), "the main objective of descriptive research is to describe the characteristics of a given population or phenomenon or to establish relationships between variables".

According to Lakatos and Marconi (2009, p. 167), "data collection is the stage of the research in which the application of the instruments developed and the techniques selected begins, in order to collect the expected data". The data collection technique used was a questionnaire sent to the study participants by e-mail and online interviews.

The questionnaire is based on the model used by the National Higher Education Evaluation System (SINAES) of the Anísio Teixeira National Institute for Studies and Research (Brazil, 2008). The first part of the questionnaire referred to some data on the characterization of the graduates. The second part is made up of 25 questions, which deal with the main aspects of the Hummingbird Project's teaching and cover levels of total agreement, partial agreement or disagreement, according to levels on the Likert scale. The questions in part 2 were divided into three groups: teachers' work and the course curriculum; instructional and technological resources, and teaching assessment.

Data collection covered graduates from 2018 to 2022. The graduates of the Colibri Project were initially contacted via WhatsApp. Those who responded positively received the questionnaire electronically and were given seven working days to send in the completed questionnaire. The questionnaire was administered over 15 days in July 2024. At the end of this period, there were a total of 30 respondents, all former students of the Colibri Project. In order to guarantee the anonymity of the graduates, each respondent was identified by the letter R and numbers from 1 to 30.

The variation in the distribution of graduates over the period indicated brought different answers, in order to characterize what the Colibri Project represented for each former student.

Due to time constraints, it wasn't possible to contact a larger number of graduates, as some were in term time in July 2024, either because they were studying at military schools, or because they were preparing in private courses for the military institution exams that will take place in early August 2024.

For the interview, 12 questions were drawn up, the aim of which was to verify the most important factors for the quality of the course and to identify the students' perception of teaching at the Colibri Project.

The individual interviews were conducted online using Google Meet and were of great value in getting to know the experiences of the graduates during their course at the Colibri Project. In addition, the interviews were a thermometer for understanding the thoughts, choices and decisions made by these students after completing the course.



RESULTS

After the questionnaires were returned and the interviews were conducted, the results of the application of the evaluation instruments are presented, along with the respective analyses and conclusions. The results are divided into three parts: the first shows the profile of the respondents; the second discusses and analyzes the questionnaires; and the third looks at the graduates' perception of the quality of teaching and their experiences during the course.

As for the profile of the respondents, it was observed that the age range of the graduates varies from 15 to 21 years, 26 are male and 4 are female. Of the 30 respondents, 20 said they had spent between three and five hours a day studying during their time in the project, while five said they had studied for more than six hours; four mentioned between one and two hours of study and only one respondent said he only attended classes.

The answers given in the questionnaires gave a very positive picture of the opinion of the then students of the Colibri project.

The second part of the instrument focused on the teachers' work with the students, their judgment of the instructional and technological resources used and the evaluation of teaching.

Table 2 - Evaluation of the teachers' work and the course curriculum

Teachers' work and the course curriculum	Totally disagree	Partially agree	Totally agree
1 - A course plan is presented to the students.	-	3	27
2 - The course objectives are presented to the students.	-	-	30
3 - The content is coherent with the course objectives.	-	-	30
4 - The proposed contents are complied with.	-	1	29
5 - Teachers have mastery of the subjects taught.	-	1	29
6 - The lectures are of good quality for students to understand the content.	-	3	27
7 - Teachers provide adequate support and guidance to students.	-	2	28
8 - Teachers provide reinforcement for students with learning difficulties.	1	8	21
9 - Activities inside and outside the classroom are consistent with each other.	-	1	29
10 - Teachers provide feedback on students' exercises.	1	6	23
11 - There is interaction between students and teachers via live broadcasts and WhatsApp.	2	8	20
12 - There is interaction between students throughout the teaching-learning process.	-	1	29

Source: The authors (2024) adapted from Brazil (2008).

A brief inspection of the data in Table 2 reveals that Colibri graduates agree highly and positively with the aspects relating to the presentation of the course plan to the students and its objectives, the relevance of the course content to its objectives, compliance with the content proposed by the course, and the relationship between the activities carried out in and out of class. Teachers are recognized for their mastery of the content for which they are responsible, for the guidance and support they offer students,

and for the quality of their lessons.

However, there was partial agreement from 8 graduates regarding the tutoring that students with learning difficulties needed, and the teacher-student interaction in face-to-face and remote transmissions, certainly due to the pandemic period.

Table 3 - Evaluation of instructional and technological resources

Instructional and technological resources	Totally disagree	Partially agree	Totally agree
13 - Support material is easily accessible.	-	3	27
14 - Books, handouts, copies, among others, are used as support material.	-	4	26
15 - The support material is of good quality.	-	5	25
16 - Instructional resources are sufficient and appropriate.	-	7	23
17 - The technological resources are sufficient and appropriate.	3	12	15
18 - The exercises provided to students are varied.	-	1	29
19 - The exercises are sufficient to ensure student learning.	-	4	26
20 - Exercises are made available to students frequently.	-	3	27

Source: The authors (2024) adapted from Brazil (2008).

The instructional and technological resources used by the project were recognized by the majority of the graduates, with total agreement, as easily accessible, varied, good quality support material, with a variety of exercises, demonstrating sufficiency in relation to the learning sought, and frequency in offering them to students.

Although the instructional resources were sufficient and adequate in the opinion of most of the graduates, this was not the case with the technological resources. Of the graduates, 12 only partially agreed with these characteristics, and 3 totally disagreed. In other words, half of the respondents said that these resources were insufficient.

According to the Juristas Portal (Juristas, 2024), the term technological resource refers to any tool, device, system or method that uses technology to perform a specific task, solve a problem or improve a process, and can be physical, such as computers, smartphones and other electronic devices, or digital, such as applications, operating systems, data management platforms and artificial intelligence.

Table 4 - Course teaching evaluation

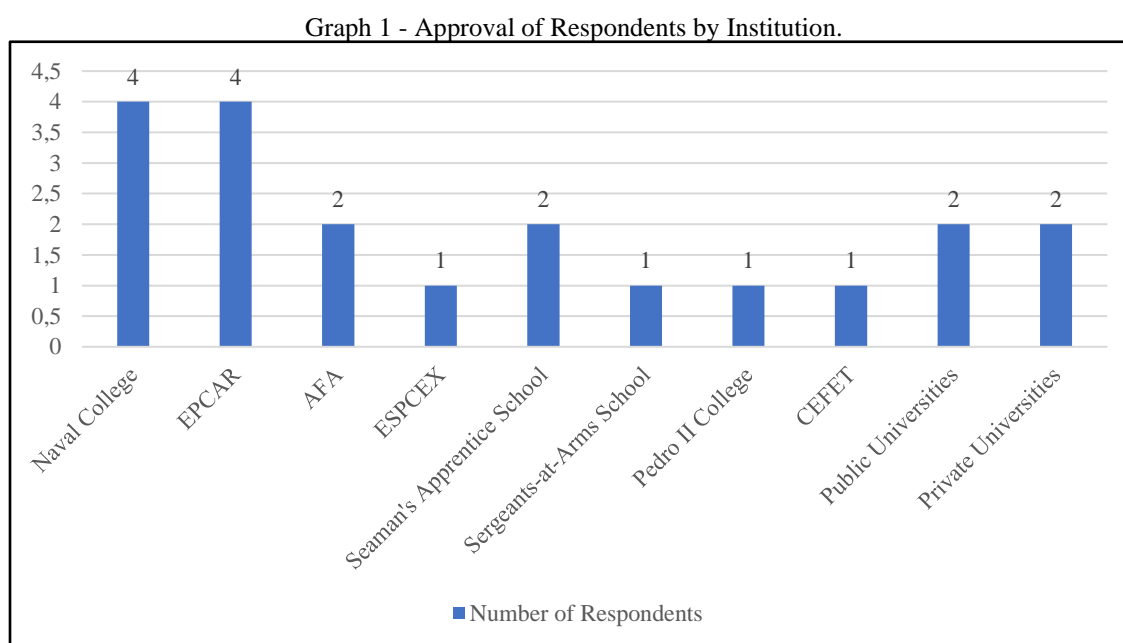
Teaching assessment	Totally disagree	Partially agree	Totally agree
21 - There is a diagnostic assessment for each subject at the beginning of the course.	2	9	19
22 - The mock exams are consistent with the objectives presented.	-	-	30
23 - The mock exams are consistent with the content presented.	-	1	29
24 - The frequency of mock exams is sufficient and appropriate.	1	4	25
25 - There is feedback after the assessments for correction purposes.	-	2	28

Source: The authors (2024) adapted from Brazil (2008).

The teaching provided in the course was rated positively in terms of the consistency of the mock

exams with the objectives and content of the course, as well as the feedback provided by the correction following the assessments. One caveat was the existence of a diagnostic assessment for each subject, which received 19 marks for total agreement, accompanied by 9 marks for partial agreement and 2 for total disagreement. In other words, it is likely that at the time these graduates were studying, diagnostic assessment was not a common practice.

Graph 1 below shows the academic level achieved by respondents to the Hummingbird Project from 2018 to 2022, breaking down admissions to military and civilian schools. Of the total of 30, 10 graduates are studying preparatory courses and are not included in the graph data.



Source: The authors (2024).

As can be seen in Graph 1, Colibri alumni continued their studies after finishing the course at various civilian and military institutions.

THE INTERVIEWS

The answers to the interviews shed some light on the trajectory of the graduates taking part in the study. One of the graduates is studying medicine at UFRJ, has passed all the military and civilian exams for his age and got a 10 on his essay at the EPCAR entrance exam, where he finished high school. Another got a 10 on his essay in the Naval College entrance exam; another is now a 3rd sergeant at the Weapons Sergeants School; another was awarded a full scholarship at two private schools in Rio de Janeiro and five said they were working and studying.

With regard to the questions put to the graduates during the interviews, it can be said that the level of satisfaction with the quality of teaching at the Colibri Project was high. When asked about the level of



demand for the course, the graduates said it was high. They made a few comments about this:

"The level of demand of the course is high, considering the student's previous experiences with teaching in general [...]" (R4).

"The best possible level. It was on this course that I learned values and principles that I will carry with me for the rest of my life and I learned that effort beats talent" (R27).

The graduates were also asked if the duration of the program was sufficient for their learning, and the majority said yes. One of the Colibris commented:

"Excellent. We went through all the subjects in the public notice and there was still time left "for" mock exams and revision" (R27).

However, one former student disagreed with the others on this issue:

[...] I think it would greatly increase the pass and classification rates in Colibri's classes if the course were two years instead of a year and a half. [...] When we leave public school with completely outdated education, we first need to "fill in" all the holes from years of poor quality education so that we can then raise our level for competitions like the CN, EPCAR [...]" (R1).

This was a recurring complaint among the graduates, who corroborated the same assertion:

"For me, that time was too short, "taking" a pre-teen from a public school and inserting him into such an intense environment was quite difficult [...]" (R11).

"My course lasted a year and a half, but I think I would have learned a lot more if I had stayed longer" (R26).

All the graduates said that the project timetable was sufficient and appropriate for learning.

According to them:

"Yes, because it was possible to combine it with school and it was full time during the vacations, which was very necessary" (R12).

"Standard hours, enough to reconcile school and the course" (R26).

The next question put to the respondents was about the pace of the course. On this subject, the graduates said that the course has an intense and fast pace, but that it is suitable for those looking to pass military or civilian exams. According to the graduates:

"Sufficient, because it starts with leveling the students by focusing on the basic subjects until going deeper into the content of the exam" (R15).

"Necessary for progress" (R19).

"Intense, but adequate for the purpose" (R21).

In the opinion of the graduates, the teaching staff is sufficient to teach the subjects on offer. In this



regard, it is worth mentioning a few comments made by former students of the Colibri Project:

"Yes, with more than one teacher for the same subject sometimes" (R12).

"Yes, I had great teachers and I still use some tips or 'bizus' [...]" (R30).

The opinion of the graduates was divided regarding the existence of tutoring in the subjects. Of the total, 11 former students said there had been no tutoring during their time at Colibri. Eight, on the other hand, confirmed the use of this practice by the teaching staff of the Colibri Project, as can be seen in the speech of a graduate who claimed to have been a monitor in the subjects of English Language and Mathematics, during the period in which he was a student at Colibri (R12). Others couldn't remember.

When asked if the project had provided sufficient theoretical learning of good quality, the answer was unanimously yes, as some of the graduates pointed out:

"Of course, most of the subjects I've mastered today are the result of Colibri" (R26).

"Of course, many of the things that are foundations at university were shown and managed by the Colibri Project even before high school" (R28).

Regarding the assessments applied during the course, the former students mentioned that there were weekly, fortnightly or monthly mock exams, depending on the year they were in the project; however, they were frequent. In addition, the assessments were considered to be adequate and in line with the tests of military and civilian institutions. In the opinion of the graduates:

"At least once a month there were mock exams, in the same way as the exam day" (R11).

"Weekly and in some cases monthly mock exams. The content covered in the assessments was all the lessons from the start of the course up to the lessons of the week of the mock exam. Excellent for retaining recent subjects and revising older ones" (R27).

Assessments (mock exams) were given to students every two weeks. They were graded according to each student's mark (R19).

With regard to the course's contribution to their training and professional practice, a variety of contributions were listed, in addition to their love of learning, such as discipline, respect, maturity, self-confidence, organization, punctuality and the certainty of achievements through their studies, as pointed out by the graduates:

"The course has certainly expanded my horizons and my views on the world and how to be someone who is professionally fulfilled, even though I come from the outskirts of Rio de Janeiro [...] I was able to realize that a young person from the favelas of Rio de Janeiro, using everything that was taught at Colibri, can study Medicine at UFRJ, an elitist course and that, even though it is at a Federal University, at least 80% of the class doesn't understand what it's like to spend a day living in the suburbs of Rio de Janeiro" (R12).

"I never imagined that I would want to study, but by doing this course I realized how much it



changes a person's life, opening many doors. I studied a lot after Colibri and I'm still studying, even if it's not for a competitive exam" (R22).

"Colibri taught me almost everything I know today, before the project I had no plans and didn't even know how to study" (R26).

"I think it was extremely important, given that I was never the best student [...], but the project's teaching and learning helped to shape my character, my academic career and give me a different outlook on life. [...]" (R28)

"It opened up my vision to see that study is the key I need to open doors to big dreams" (R29).

As for the future professional prospects of the graduates, the Hummingbird Project has succeeded in inspiring the former participants of the course, as their voices are heard. The question of future prospects is latent, together with dreams and achievements. Although they have different aspirations with regard to their professional careers and their lives, they are all rising to new ideals and aiming for great challenges. According to them:

"I intend to graduate from the EFOMM (Merchant Navy Officers' Training School) and help my family" (R2).

"I intend to study Medicine at UFRJ and do a residency in General Surgery [...] ... and have the freedom to provide a decent life for my parents and my family" (R12).

As for the graduates' feelings on completing the course, there was a mixture of joy, regret and nostalgia, as it was a challenging experience for them, as can be seen::

"I felt like a mature teenager, eager to make my instructors proud of me. I was sad to be parting from the brothers I had made on the course and my mind was racing [...]" (R27).

"In my mind there was a hurricane of feelings, I was extremely happy, because I felt an incredible feeling for having made it to the end, I was also a bit shaken because I didn't want the Colibri Project to end and I was a bit scared, because I didn't know what the future would be like, I thought I would never see Colibri again and I wouldn't see my friends who had been with me throughout the process." (R28)

Asked if they would like to make any suggestions, criticisms or comments about the project, one of the graduates suggested including a new preparatory course for high school students with a focus on the ESA, EEAR and ESPCEX exams (R1). Another graduate also wanted the project to be full-time in order to increase the pass rate and contribute even more to students' learning (R3).

Some graduates said with emotion that the Colibri Project had changed their lives. Here are some of their comments:

"May it never end and may the next entrants be aware of how many lives this program has already saved and changed, mine is an example of this" (R12).

"It's an excellent program, I hope it helps many more people and changes their lives like it changed mine" (R17).



"[...] Colibri has changed my reality" (R25).

"The course was essential to achieving my goals" (R13).

"I miss it, I'd do it all over again. It was an experience, the first experience I had... it changed my life... it's surreal, right, good [...] There, they demand a lot of education, they exude education" (R2).

It's the best program there is in Rio de Janeiro and more people should know about it. It's a great place to mature and prepare, not just "for" military competitions, but for life. Excellent instructors, dedicated, attentive, prepared, capable and examples as people and professionals. Without them I wouldn't be who I am today. I miss that time. I would venture to say that it was one of the best times of my life. (R27)

The program showed the importance of study in one's life. Without it I might have been lost, not knowing what to do. The program made me more responsible and disciplined, so that I became who I am today. I will always be grateful to the Colibri program, it was the beginning of a dream that is coming true and is not over yet. Every teacher, every classmate, everything was very valuable and it certainly helped to influence my family too, to show that studying can change our lives." (R29)

CONCLUSION

This study allowed us to analyze the perception of graduates regarding the quality of the course offered by the Colibri Project. The results can contribute to improving the program.

A total of 30 respondents rated the quality of teaching at the Colibri Project. The answers to the items referring to the work of the teachers and the course curriculum show that the planning, objectives, content, mastery of the subjects taught by the teachers and the quality of the lectures are satisfactory in the opinion of the graduates. The support, guidance, reinforcement and feedback offered by the teachers were considered partially satisfactory and should therefore be a focus for future classes.

The instructional resources were considered sufficient and adequate by the majority of graduates. However, half of the former students disagreed partially or totally with the Colibri Project's provision of technological resources. It is worth remembering that not all students have easy access to the Internet or have computers or laptops at home.

The Colibri Project currently provides a datashow, computers and printers for use by teachers and the teaching and administrative staff. However, we suggest the possibility of acquiring more technological resources such as notebooks or tablets as supporting tools for learning. These resources, when used correctly, become indispensable for the development of students in the learning environment.

The last issue to be judged by the graduates refers to the evaluation of teaching on the course. In this respect, there was agreement regarding the consistency of the simulations with the objectives and content presented in the course and the feedback after the assessments for correction purposes. However, there was disagreement regarding the application of diagnostic assessments and the frequency of mock exams. Although diagnostic assessments are applied at the beginning of the course by some teachers, it is recommended that this practice be adopted by the entire teaching staff of the Colibri Project, given that



diagnostic assessments help to identify students' difficulties and needs in the midst of learning.

With regard to the frequency of the assessments, it should be borne in mind that some graduates finished the course more than five years ago and, since then, these simulations have been modified appropriately to maintain uniformity.

This study showed that the Colibri Project has a high quality of teaching, not only in terms of learning, but also as a transforming agent in the lives of the students. After taking the course, the change in students' lives is noticeable, as they gain self-confidence, interest in learning, maturity, discipline and organization. These factors are essential for future achievements in anyone's personal and professional life.



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